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ABSTRACT

This study sought to determine how students value learning Korean as a second language in the context of six instructor-selected strategies for teaching. Twenty-three students enrolled in introductory Korean participated. This study utilized mastery learning, cooperative learning, non-directed learning, and three different direct teaching strategies. Students responded to a survey and ranked instructional strategies according to their perceived effectiveness. It was found that the students preferred the more traditional approaches, including lectures and drills, but also enjoyed the change of pace that the new methods offered. Some students performed better under different strategies. Group work drew out the best in some and the worst in others. The study also indicates that there is a need to integrate various strategies into daily lessons. Students' responses indicate that numerous means are available and effective for reaching an instructional goal. Strategy variation might be more effective and stimulating for the student. An appendix contains the survey instrument. (Contains 30 references.) (KFT)

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Running head: Teaching Strategies and Student Attitudes

Teaching Strategies and Student Attitudes Toward Learning Korean as a Second Language

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Abstract

This study sought to determine how students value learning Korean as a second language in the context of six instructor-selected strategies for teaching. Twenty-three students enrolled in introductory Korean at Baylor University participated. This study utilized mastery learning, cooperative learning, non-directed learning, and three direct teaching strategies. Students responded to a survey and ranked instructional strategies according to their perceived effectiveness.

Teaching Strategies and Student Attitudes Toward Teaching Korean as a Second Language

Kindsvatter, Wilen and Ishler (1992) suggest decisions teachers make regarding instructional strategies influence students' attitudes and behavior. The purpose of this qualitative study was to determine how students enrolled in introductory Korean respond to various teaching strategies.

Korean as a second language (KSL) is one of the four most difficult languages in the world for an English speaker to learn. The Research Division of the (U.S.) Defense Language Institute (DLI) assessed the level of learning difficulty for forty-four foreign languages (see Table I in Tables). DLI teaches Category 1 languages 700-800 hours in 6-7 months; Category 2 languages, 900-1,050 hours in 8-9 months; Category 3 and 4 languages, 1,300 hours in 12 months. Post instructional evaluation noted that 70% of Category 1, 50% of Category 2, 40% of Category 3, and 30% of Category 4 attained level 3 on the American Council on the Teaching of Foreign Language (ACTFL) proficiency scale (see Table 2 in Tables; Sohn, 1989).

DLI research failed to address significant issues involved in learning a foreign language. The DLI study assumed the major factor in failure of English speakers to

learn a foreign language was the target language's innate complexity. Though this may be true to some degree, other interactive variable may confound the issue. Significant discussion of curriculum, instructors, and strategies of instruction were lacking in the DLI studies.

Problems associated with teaching and learning KSL are: extreme variance from English, limited cross-culturally focused instructional resources, and a notorious reputation among students. In 1987, after over 900 hours of KSL study in Korea, 30 English-speaking adults narrowly achieved Level 2 proficiency on the ACTFL four-level proficiency scale (see Author's Note). Eighty percent exhibited negative attitudes throughout the two-year study period. The majority exhibited negative feelings toward their instructional experience. Among the key factors contributing to this phenomenon were curriculum, instructors, and teaching strategies.

Curriculum plays a significant role in learning a foreign language. The textbook used in this study, Functional Korean, was unique in that it approached Korean from a communicative point-of-view, did not assume intensive study, yet employed Korean script (Chang & Kim, 1989). Introductory KSL curriculum that is culturally sensitive toward Western learns has been extremely limited.

Most texts have been designed and written in Korea for intensive courses exceeding 500 hours (Park, 1984; Ihm, Hong, & Chang, 1988; Pak & Park, 1979).

Instructors in foreign languages serve as bridges between languages and cultures. As cultural bridges, the instructors must be well anchored on both sides of the linguistic and cultural chasm. With few exceptions, native Koreans teach KSL. The ensuing problem is one of variant cultural mores, educational philosophy, and frequent inability to communicate concepts adequately in English. Though Korean teachers are committed educators and have the advantage of detailed knowledge of Korea, they have not personally accomplished what they are leading others to do (i.e., speak Korean as a second language). Korean cultural forms, educational norms, and instructional practices have often resulted in formidable barriers when applied indiscriminately to Westerners.

Teaching strategies and instructional philosophy in Korea have been built upon a Confucian model. Teachers have primarily been involved in validating student progress. Success has been the responsibility of the student. Students are often responsible for material before it has been taught. Homework often serves to preview new concepts rather than review learned material.

Questions that might exceed an instructor's knowledge base or ability to respond are discouraged. Native Korean teachers are often committed and caring educators, but need to be understood in a Korean educational context.

Issues related to curriculum, instructors, and teaching strategies may have as marked an impact upon the KSL learning experience as KSL's internal complexity. Throughout this study possible interactive variables in the classroom environment were adjusted to conform as much as possible to Western educational practices.

A survey of related research indicated optimum achievement is directly influenced by student attitudes and values toward the subject and learning environment, i.e., intellectual and personal fulfillment, a supportive atmosphere, and a relaxed, task-sensitive environment (Walberg, 1986; Good, 1983). The classroom environment during this study was relaxed and task-focused. Teacher-student relationships were congenial without becoming excessively familiar.

Because student achievement is increased when expectancy of success is high (Slavin, 1977), an expectation of 80% or higher in terms of achievement was expressed throughout the study. Students, to some degree,

tend to live up to the expectations of their teachers (Brophy & Good, 1974).

The primary independent variable in this study was the introduction of various instructional strategies over periods of time. Kindsvatter, et al. (1992) delineates three fundamental teaching strategies: cooperative, direct, and mastery. A fourth: Non-directed, was added for this study. Teaching models form these four strategies were implemented. The center of the learning experience shifted in each of these strategies. The cooperative learning strategy centered on the collective resources of the learners. Direct learning focused upon the instructor. Mastery learning was curriculum-based. The locus of non-directed learning was the individual learner.

Cooperative learning (Slavin, 1991; Kagan 1988; Johnson & Johnson, 1984; Sharon & Sachar, 1988) centers on collective intelligence to drive learning. This instructional strategy breaks from tradition by shifting emphasis from individual accountability toward group work and team learning. Teacher-centered classrooms under authoritarian leadership yield to a quasi-democracy. The shift from individual enterprise to group endeavors alters traditional classroom structure, increases student

cooperation and resourcefulness, and can be tailored to reduce competition.

Cooperative groups are typically made up of four to six members who cooperate with one another to meet educational goals and objectives. Groups are rewarded according to how well each of the members achieves the designated goals and objectives (Slavin, 1991). Compensation for, and integration of, student differences in cooperative learning make this strategy a viable alternative in classrooms with diverse student backgrounds and abilities. The strengths of able students are tapped to assist the less able. Related research has shown that cooperative learning can be very effective in increasing student achievement when individuals are rewarded according to their group's average grade (Newmann & Thomas, 1987). Sharon and Shachar (a988) attributed a change from direct teaching to cooperative strategies with significantly elevating achievement among Israeli students.

Mastery learning (Block, 1971; Bloom, 1980; Carroll, 1971; Kulik & Kulik, 1990) is a viable means of teaching students with diverse ability. Typically centered on curriculum and supplemental materials, mastery learning stresses interaction between the learner and what is to be learned. Slavin (1991) states, "the basic idea behind

master learning is to make sure that all or almost all students have learned a particular skill to a preestablished level of mastery before moving on to the next skill (p. 292-293)." Mastery learning calls for students to stay on a task until an acceptable level of mastery is evidenced. Students work alone and at their own pace to achieve teacher defined goals and objectives.

Direct teaching (Rosenshine, 1979; Sparks & Sparks, 1984; Youce, Weil, & Showers, 1992) is the most widely used teaching strategy. The driving force behind direct teaching is the instructor. It includes discussions, recitations, drills, lectures, and all other activities that are teacher-driven. In direct instruction the teacher chooses activities and controls the time spent on those activities. Students move through the curriculum at a uniform pace, led by the instructor.

Non-directed learning empowers the individual learner. Carl Rogers suggested the value of deliberate, direct instruction in the classroom is inflated (1969). Proponents of non-directed learning believe students have the capacity to know what they need and direct themselves in the learning experience (Glasser, 1969; Lefkowitx, 1975). The non-directed model places primary responsibility for learning on the student. In this study

the non-directed strategy served as a quasi-baseline and required students to develop his or her individual protocol for study in light of course goals and objectives. The instructor served as a supportive resource person who kept the student focused on the task. Non-directed learning represents negligible teacher influence in the learning process.

Design

Because this study was qualitative in nature and falls in the realm of applied research, a non-experimental design was used (Cozby, 1993). Students enrolled in Korean 1401 formed the sample population. The independent variables were the six strategies. The dependent variable was the students' perceptions of each strategy's effectiveness. The measurement instrument was a survey that was administered after the instructional strategies were implements. Responses to the survey were collated and used to draw conclusions about the perceived effectiveness of the various instructional techniques.

Twenty-three students enrolled in Korean 1401 at Baylor University served as the sample population for this study. The sample population represented diverse ability levels in Korean. Of the 23 enrolled, 11 were male and 12 were female. All students were of Asian descent.

Class met daily, Monday through Friday, at two o'clock, for 50 minutes. Total class meetings for the semester were 72. Students were required to attend at least 80% of the class meetings to receive credit for the course. The classroom in which the study took place had ample seating and movable desks. Except for activities that required group assignments, students sat wherever they chose.

Six chapters or lessons from Functional Korean (1998) were covered during this study. Each lesson included three or four dialogues that the students were to master. Cultural, grammatical, and exercise notes were included with each lesson. Six or seven days were allotted for the study of each chapter.

At the end of each lesson students were tested over the material studied. The tests were teacher-made and each worth 100 points. Tests were designed for written responses. However, because verbal competency was expected, 5 students (selected by lottery) took the test orally. The remaining students wrote their answers in Hangul, i.e., Korean script.

Students were taught six chapters utilizing different teaching strategies. Students were introduced to each strategy at the beginning of each chapter. Lesson goals,

objectives, and achievement expectations were addressed before teaching.

The first lesson was a direct teaching model that utilized drill and repeated rehearsals utilizing tests that were similar to the final lesson test. Students were introduced to the material and were quizzed daily. Students could earn 10 points per quiz. The lowest quiz grade was dropped.

The second lesson was non-directed. The lesson was introduced and the instructor addressed performance expectations. Students worked independently to achieve master of the material. The instructor was on call as an advisor and resource person. Audiotapes of the dialogues were made available in the language lab. The teacher moved about the classroom to assist and evaluate student learning strategies. The instructor offered a cultural or learning activity each day. Students were not required to participate.

Lesson three was a direct teaching model utilizing lecture and questioning. Vocabulary, grammar, and dialogues were discussed and then students were questioned. The levels of questions were typically high order convergent (Kindsvatter, et. al., 1992). Two student-

recorded audiotapes were collected from each student. Each recording was worth 10 points.

The fourth lesson utilized a cooperative learning model. Students were divided into learning teams of four and five members. Ability levels were mixed in the groups. Structured, interactive group activities were assigned daily. Groups reported or turned in assignments daily. Grades were shared. Each team earned as much as 10 points per member for each assignment.

Lesson five was a direct teaching model in which students developed a notebook that included assignments, worksheets, teacher-distributed materials, and other student-selected materials. Homework assignments were assigned and collected each day. Assignments were valued at 10 points each.

The final lesson utilized a mastery approach. Students were introduced to the material and were appraised of expectations. A grade of 80% or better was to be achieved by each student before the lesson would be considered completed. Reinforcement activities were offered at the beginning of each session. Students continued to take a version of the lesson test until reaching the class goal of 80%. Those who achieved 80%

were allowed to retry for a higher score or to study independently.

A summative survey (see Appendix A) was administered after the completion of the sixth lesson. To insure the respondent's autonomy and to enhance reliability, the survey was administered by a student aid in the instructor's absence. The summative survey was based upon the course evaluation form designed and utilized by Baylor University. Three professors representing Baylor University's education and educational psychology departments evaluated the survey. The professors' evaluation criteria were format, organization, readability, reliability, and internal validity. Each criterion was given a rating of weak, adequate, or strong. The professors were asked make recommendations to improve the survey. The final survey reflects the recommended changes prescribed by the professors.

The survey was designed to ascertain sample population makeup, students' attitude toward the course, instructor, and materials, a Likert scale evaluation of instructional effectiveness, instructional method ranking, and open-ended questions.

Students were surveyed by a student after the completion of the lessons. The number of students

responding was 22. Student responses were tallied and a composite was drafted (see Appendix A).

Results

Twenty-two of the twenty-three students enrolled in KSL responded to the survey. One student did not respond due to absence. Of the 22 respondents, 21 completed the entire survey. One student did not follow the instruction for the ranking portion of the survey.

The survey indicated nine students had little or no experience in Korean. The remaining thirteen spoke some Korean on a consistent basis in their childhood. All the students responding to the survey were of Asian descent. A significant number of the students were fluent in Korean and were taking the course for foreign language credit. In spite of adolescent to adult fluency, most of the Korean speakers were not trained in writing Hangul. This fact presented various difficulties and opportunities. Teaching students with such a diverse range of oral (not writing) abilities was clearly the most challenging aspect of this course and undoubtedly influenced survey responses.

The majority of students, 59%, were juniors and seniors. Sophomores comprised 36% and freshmen, 27%. Five percent described themselves as "other".

Nearly 45% of the class claimed they were absent between 5-10 times during the semester. Students absent less than 3 times equaled 9%; 3-6 times, 27%; and 10 or more, 5%. The most advanced student had more absences than the novices. Most students, 86%, claimed to have spent between one and three hours of study per week on Korean.

Eighty-six percent of the class expected to receive an "A" for their efforts. Sixty-eight percent of the students actually had grade averages above 90%. The high level of achievement was likely attributable to the above-average student abilities, high motivation, and clearly defined learning goals.

The survey indicated that all the students felt comfortable with the instructor and classroom setting. Responses on communication, attitudes, procedures, and organization indicated the students were content with those aspects of KSL study at Baylor.

Question 2, regarding the instructor's use of Korean in the classroom elicited a broad response. The wide range of responses was somewhat encouraging in consideration of the class makeup. A shift in either direction would pose a problem for some segment of the class population. Accommodation of the Korean speakers would have alienated the non-speakers and vice-versa.

Question 12, regarding the textbook, had similar responses to Question 2. Though the range of responses was narrower, they indicated the textbook was probably on target considering the student population.

Two items relating to organization (Questions 9) and testing (Question 11) indicated slightly broader ranges of responses and were worth considering for future improvements in the course. Both of these items had 21 responses in the "agree" range and one response of "slightly disagree".

Student perceptions of organization (Question 9) may have been affected by the repeated shifts in instructional strategies. Students repeatedly had to adjust their study habits and techniques throughout the study. Ideally, instruction would be less disjointed and various strategies would be mixed. To get clear indication of students' perceptions about teaching strategies, each strategy was used exclusively.

Student perceptions of the validity of the tests (Question 11) fell within a very acceptable range; however, some students exhibited frustration in being required to use the Korean vocabulary and grammar forms found in the text. Correct responses in alternative forms and slang earned only partial credit. Korean speakers were forced to

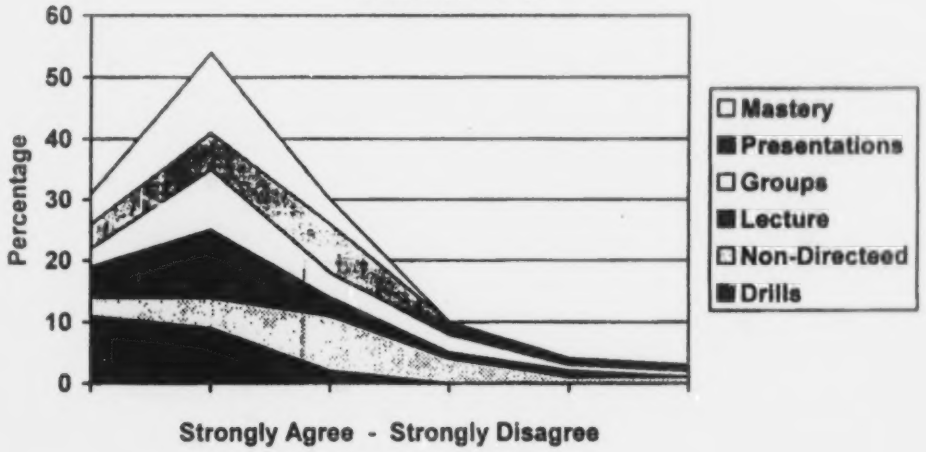
learn the expected, "standard" responses from a number of possible alternatives.

Student evaluations of the instructional strategies were fairly consistent and indicated students' attitudes toward each strategy's effectiveness. Drills and daily quizzes (first lesson) were followed closely by lecture and questioning (third lesson) as effective strategies of instruction.

Responses for each of the strategies have been charted for questions 13-19 (see Chart 1). The chart indicates the degree of acceptance and value of the various instruction strategies from the students' point-of-view.

Chart 1

Questions 13-18

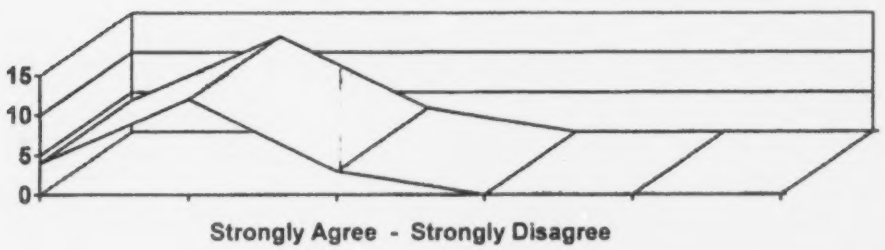


Students preferred the more conventional instruction strategies. Drills and daily quizzes had the highest

acceptance rating, closely followed by lectures and questioning. Non-directed study was the least appreciated.

Question 19 asked students to rate the effectiveness of slides, videos, and audio tapes (see Chart 2). These were used primarily as supplementary tools and focused on cultural issues. The students' responses might be construed as indicating the level of interest or entertainment each of these afforded.

Chart 2



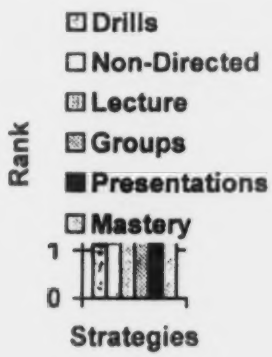
Students ranked the six lessons from best to worst. The ranking task produced slightly different results when compared with the previous questions regarding students' perceptions of lesson effectiveness. Chart 3 shows how the students ranked the carious instructional strategies.

A survey weakness surfaced in the ranking section. Because the ranking task did not stipulate specific criteria for evaluation it was impossible to tell with any

degree of reliability what stand students used. Consideration when ranking might have included enjoyment, amount of out-of-class work, personal preferences, cultural background, or level of achievement. It is evident students augmented or discarded their "effectiveness" responses from the previous questions.

In spite of ambiguous criteria the ranking section gave indications of the students' valuing of each of the strategies. The lecture and questioning format prevailed as the strategy of choice among the students.

Chart 3



Students' written responses were positive in nature (see Appendix A). Of the student who completed the survey, 86% wrote comments. Both ends of the ability spectrum were evident in the responses. Students indicated a desire for more Korean conversation, activities, and organization.

Many of the suggestions were appropriate and will be considered as future sections of KSL are planned.

All students indicated they had learned a "great deal" in KAL and would like to continue their studies in Korean (see Appendix A, Questions 20 & 21). Classroom atmosphere during this study reflected the same general tone as the survey. Students appeared highly motivated and open to instruction. Competition was high, but not debilitating to the less advanced students. The class functioned as a team and appeared to enjoy this research project.

Summary

Students' attitudes toward all the teaching strategies attempted were encouraging to the instructor. The students preferred the more traditional approaches, i.e., lectures and drills, but enjoyed the change of pace new strategies offered. Some of the students performed better under different strategies. Group work seemed to draw out the best in some and the worst in others.

One of the primary goals of introductory KSL is to help students learn to enjoy and appreciate the Korean language and culture. Learning hurdles become progressively higher in the more advanced levels of Korean. The chief differences between novice Korean speakers in this study and those observed in Korea are attitudes toward

Korean and level of enjoyment. Students in this study exhibited similar ability levels of those who had finished one intensive term of KSL in Korea. This would need to be tested for conclusive evidence. The frustration level seems to be lower among the study group; however, this may not be so surprising as numerous other factors impact a Western learner in Korea.

This study seems to indicate a need to integrate various strategies into the daily lessons. Exclusive use of one strategy may be effective, but the students' responses would lead one to believe numerous means are available for effectively reaching an instructional goal. Strategy variations might be more effective and stimulating to the student.

This student population will remain relatively intact for the second level course in KSL next semester. A project that compares students' attitudes toward integrated strategies and a steady diet of lecture and drills might prove insightful. More advanced courses will prove more difficult for novice students as previously mastered lesson must remain mastered for further advancement.

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Author's Note

The author studied Korean and observed English speakers studying from 1985-1994 while residing in South Korea.

Tables

Table 1

Level of learning Difficulty of DLI Foreign Languages

Category 1	Category 2	Category 3	Category 4
Afrikaans,	German,	Albanian,	Arabic,
Basque,	Hindi,	Amharic,	Chinese,
Danish,	Indonesian,	Bengali,	Japanese, and
Dutch,	Malay,	Burmese,	Korean
French,	Romanian, and	Cambodian,	
Haitian-Creole, and	Urdu	Czech,	
Italian		Finnish,	
		Greek,	
		Hebrew,	
		Hungarian,	
		Laotian,	
		Nepalese,	
		Persian,	
		Polish,	
		Pashto,	
		Russian,	
		Serbo-Croatian,	
		Tagalog,	
		Thai,	
		Turkish, and	
		Vietnamese	

Notes: From "Why is Korean Difficult for English Speakers to Learn?" by John UY. Sohn, 1989, Korean Language Education, 1, p. 75-76. Printed in South Korea in 1989 by the International Association for Korean Language Education. Used with permission.

Table 2

ACTFL Language Proficiency Scale

Level 1	Novice-low	Novice-mid	Novice-high
Level 2	Intermediate-low	Intermediate-mid	Intermediate-high
Level 3	Advanced	Advanced plus	
Level 4	Superior		

Notes: From "Why is Korean Difficult for English Speakers to Learn?" by John UY. Sohn, 1989, Korean Language Education, 1, p. 107. Printed in South Korea in 1989 by the International Association for Korean Language Education. Used with permission.

Appendix A

Baylor University – Korean 1401

Evaluation Form (with student responses) **Course: Korean 1401** **Time: M-F 2:00-2:50**

Please provide the following information by marking the appropriate answer.

1. Mark the answer that best completes the following sentence: "Prior to this course I spoke Korean..."
   a. Not at all (3)
   b. Some (6)
   c. At home (9)
   d. When I lived in Korea, at home & with friends (4)

2. What was your classification in this class?
   a. Freshman (6)
   b. Sophomore (8)
   c. Junior (4)
   d. Senior (2)
   e. Other (1)

3. Approximate number of absences from this class?
   a. Less than 3 (5)
   b. 3-5 (6)
   c. 5-10 (10)
   d. 10 or more (1)

4. You spent an average of how many hours per week in preparation for lectures, exams, and homework for this class?
   a. Less than 1 (2)
   b. 1-2 (10)
   c. 2-3 (9)
   d. 4 or more (1)

5. The grade you expect to receive in this course?
   a. A (19)
   b. B (3)
   c. C (0)
   d. D (0)
   e. F or incomplete (0)

For the following, select the phrase that best describes your response to each statement. If you have no opinion or the question is not applicable, leave it blank.

Communication

1. The instructor explained material clearly
   a. Strongly agree (50%)
   b. Agree (45%)
   c. Slightly agree (5%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

2. The instructor spoke too much Korean
   a. Strongly agree (5%)
   b. Agree (14%)
   c. Slightly agree (14%)
   d. Slightly disagree (27%)
   e. Disagree (32%)
   f. Strongly disagree (9%)

Attitude Toward Students

3. The instructor treated students with respect
   a. Strongly agree (68%)
   b. Agree (32%)
   c. Slightly agree (0%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

4. The instructor was concerned that students learned Korean.
   a. Strongly agree (91%)
   b. Agree (9%)
   c. Slightly agree (0%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

Attitude toward subject

5. The instructor appeared interested in Korean
   a. Strongly agree (86%)
   b. Agree (14%)
   c. Slightly agree (0%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

6. The instructor stimulated my interest in Korean
   a. Strongly agree (59%)
   b. Agree (36%)
   c. Slightly agree (5%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

Preparation and Organization

7. The instructor made effective use of class time
   a. Strongly agree (41%)
   b. Agree (45%)
   c. Slightly agree (5%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

8. The instructor was well-prepared for class
   a. Strongly agree (41%)
   b. Agree (59%)
   c. Slightly agree (0%)
   d. Slightly disagree (0%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

9. The course was well-organized
   a. Strongly agree (23%)
   b. Agree (55%)
   c. Slightly agree (14%)
   d. Slightly disagree (5%)
   e. Disagree (0%)
   f. Strongly disagree (0%)

Policies and Evaluation

10. The requirements of the class were clearly explained
    a. Strongly agree (36%)
    b. Agree (55%)
    c. Slightly agree (9%)
    d. Slightly disagree (0%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

11. The exams were a good measure of the material covered
    a. Strongly agree (55%)
    b. Agree (36%)
    c. Slightly agree (5%)
    d. Slightly disagree (5%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

Textbook

12. The textbook was too difficult
    a. Strongly agree (0%)
    b. Agree (9%)
    c. Slightly agree (41%)
    d. Slightly disagree (18%)
    e. Disagree (32%)
    f. Strongly disagree (0%)

Instructional methods

In the following questions "effective" means it helped you learn Korean, prepared you well for exams, and was enjoyable.

13. Drills and daily quizzes were effective
    a. Strongly agree (50%)
    b. Agree (41%)
    c. Slightly agree (9%)
    d. Slightly disagree (0%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

14. Non-directed study was effective
    a. Strongly agree (14%)
    b. Agree (23%)
    c. Slightly agree (36%)
    d. Slightly disagree (19%)
    e. Disagree (5%)
    f. Strongly disagree (5%)

15. Lecture and questioning was effective
    a. Strongly agree (23%)
    b. Agree (55%)
    c. Slightly agree (14%)
    d. Slightly disagree (5%)
    e. Disagree (5%)
    f. Strongly disagree (0%)

16. Cooperative groups were effective
    a. Strongly agree (14%)
    b. Agree (45%)
    c. Slightly agree (18%)
    d. Slightly disagree (14%)
    e. Disagree (5%)
    f. Strongly disagree (5%)

17. Notebooks and student presentations were effective
    a. Strongly agree (18%)
    b. Agree (27%)
    c. Slightly agree (36%)
    d. Slightly disagree (9%)
    e. Disagree (5%)
    f. Strongly disagree (5%)

18. Mastery learning was effective
    a. Strongly agree (18%)
    b. Agree (59%)
    c. Slightly agree (14%)
    d. Slightly disagree (0%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

19. Slides, video, and audiotapes were effective
    a. Strongly agree (27%)
    b. Agree (41%)
    c. Slightly agree (18%)
    d. Slightly disagree (0%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

Overall

20. I learned a great deal in Korean 1401
    a. Strongly agree (45%)
    b. Agree (41%)
    c. Slightly agree (14%)
    d. Slightly disagree (0%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

21. I would like to continue studying Korean
    a. Strongly agree (82%)
    b. Agree (14%)
    c. Slightly agree (4%)
    d. Slightly disagree (0%)
    e. Disagree (0%)
    f. Strongly disagree (0%)

Rank the following instructional methods from worst to best: 1 = worst, 6 = Best.

a. Drills and quizzes (3.2 average)
b. Non-Directed (2.9 average)
c. Lecture and questioning (4.0 average)
d. Cooperative learning (3.8 average)
e. Notebooks and presentations (3.6 average)
f. Mastery learning (3.3 average)

Please respond to the following questions in a way that will help improve the quality of Korean instruction. Be as specific as possible in your remarks.

1. What characteristics of the instructor contributed most toward your learning Korean?
    - Very helpful and patient
    - He cared about the student in class. He tried his hardest for the students to be influenced with the language we studied.
    - The oral questioning in class helped a lot. I believe that more oral talks in basic Korean will help in exams and in casual conversation.
    - Pretest before exams and lots of quizzes motivated [me] to study more.
    - I liked the laid back style of the class.

- Very enthusiastic; quizzes were very effective.
- His ability to understand and be patient with students.
- The instructor wants the students to understand the material no matter how long it took.
- Concerned with students on how well they do and how much they learn.
- Everything's fine.
- He is an American. He tried to make it enjoyable; he was lenient.
- His concern for the students and wanting the students to learn Korean, instead of getting a grade.
- Openness, funny, willing to try new things, good instructional methods.
- The culture.

2. What can the instructor do to improve Korean instruction?
   - Give more frequent quizzes
   - More talk in Korean, harder tests.
   - A little more focus on the grammar. Seems a bit to focused on conversation.
   - More oral communication directed on Korean.
   - More slides and video tapes will improve Korean, especially about the Korean cultures.
   - Make it more challenging.
   - More verbal communication.
   - Be more consistent in types of learning. I know only first semester, but try to be more consistent. However, changing it up keeps the students on their toes. So, I'm not sure.
   - More activities and cut down on repetitious things (i.e. quizzes).
   - It's fine the way it is.
   - Better balance of curriculum (some students were too smart for the other students).
   - Be more creative on lectures.
   - More oral talks. Questioning and answering. Have a vocabulary quiz to reinforce orals.
   - Have more conversation in class.
   - Give more drill quizzes; add more time to help the students that aren't Korean inclined.
   - Different textbook?!

3. Concerning Korean 1401, what can be done to improve its overall content and quality?
   - Put the students that know more Korean in a different section of the class and let the other students who do not know Korean very much in the front of the class and put more influence on them.
   - More conversation and dialogues; more cultural topics.
   - More structure and to be told what to expect. Have benchmarks to see how well class does overall and not just the ones who excel well.
   - More films, more movies on Korean people.
   - Placement tests.
   - We have done a lot of experimentation, I have enjoyed the things we have tried.
   - More stimulating activities; class participation and more visual aids.
   - Have more time for more conversation; try practice speaking.
   - Speak more Korean.
   - Be more organized. Have more verbal exercises. Have better book.
   - Everything's fine.
   - Small group studying (more).
   - More structure.
   - Give more frequent quizzes and emphasize verbal skills.
   - None.